
By: **Senators Kelley, Britt, Kittleman, and Lawlah**
Introduced and read first time: January 30, 2004
Assigned to: Education, Health, and Environmental Affairs

A BILL ENTITLED

1 AN ACT concerning

2 **Education - Accountability - Teacher Effectiveness Pilot Program**

3 FOR the purpose of establishing the Teacher Effectiveness Pilot Program; providing
4 for a certain purpose for the Program; requiring the State Department of
5 Education to design and implement the Program to certain specifications;
6 establishing certain requirements for the Program; requiring the Department to
7 select certain school districts to participate in the Program; requiring the
8 Department to fund the Program through certain grants; requiring a certain
9 panel to examine certain facets of the Program; defining a certain term;
10 requiring a certain report; providing for a delayed effective date; providing for
11 the termination of this Act; and generally relating to the Teacher Effectiveness
12 Pilot Program.

13 BY adding to
14 Article - Education
15 Section 6-801 to be under the new subtitle "Subtitle 8. Teacher Effectiveness
16 Pilot Program"
17 Annotated Code of Maryland
18 (2001 Replacement Volume and 2003 Supplement)

19 Preamble

20 WHEREAS, Both national and State education policies are based upon the
21 principle that no child be left behind; and

22 WHEREAS, The federal No Child Left Behind Act requires that all students
23 achieve proficiency in reading, mathematics, science, and other core subject areas by
24 2014; and

25 WHEREAS, Maryland's school-aged population continues to grow and
26 increase in racial, ethnic, and linguistic diversity; and

27 WHEREAS, Maryland's School Assessment 2003 results indicate that 63% of
28 economically disadvantaged students, 73% of English language learners, and 74% of
29 students with disabilities are below proficiency in reading and mathematics; and

1 WHEREAS, Maryland's future economic and social vitality depends on the
2 successful education of all of its children; and

3 WHEREAS, Maryland recognizes that the presence of highly effective teachers
4 and principals in all schools is the key to the achievement of all students; and

5 WHEREAS, There is a critical shortage in Maryland of highly effective
6 teachers and principals available and committed to serving students in poverty areas
7 and in underperforming schools; now, therefore,

8 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
9 MARYLAND, That the Laws of Maryland read as follows:

10 **Article - Education**

11 **SUBTITLE 8. TEACHER EFFECTIVENESS PILOT PROGRAM.**

12 6-801.

13 (A) IN THIS SECTION, "PROGRAM" MEANS THE TEACHER EFFECTIVENESS
14 PILOT PROGRAM.

15 (B) THERE IS A TEACHER EFFECTIVENESS PILOT PROGRAM.

16 (C) THE PURPOSE OF THE PROGRAM IS TO ASSIST SCHOOL DISTRICTS TO:

17 (1) IDENTIFY HIGHLY EFFECTIVE TEACHERS THROUGH THE
18 MEASUREMENT OF STUDENT PERFORMANCE ON THE MARYLAND SCHOOL
19 ASSESSMENT AND THE HIGH SCHOOL ASSESSMENT; AND

20 (2) ENHANCE ACCOUNTABILITY IN THE PUBLIC SCHOOLS REGARDING
21 INSTRUCTIONAL EFFECTIVENESS.

22 (D) THE DEPARTMENT SHALL DESIGN AND IMPLEMENT THE PROGRAM SUCH
23 THAT:

24 (1) DURING THE FIRST YEAR OF THE PROGRAM, STAFF FROM THE
25 DEPARTMENT SHALL:

26 (I) ASSEMBLE THE TECHNICAL REVIEW PANEL DESCRIBED UNDER
27 SUBSECTION (G) OF THIS SECTION;

28 (II) ASSEMBLE RELEVANT HISTORICAL DATA FOR ANALYSIS; AND

29 (III) ESTABLISH A SYSTEM OF DATA COLLABORATION AMONG THE
30 PARTICIPATING SCHOOL DISTRICTS;

31 (2) DURING THE SECOND YEAR OF THE PROGRAM, STAFF SHALL
32 ANALYZE DATA FROM THE FIRST YEAR AND COMPARE IT TO DATA FROM THE
33 SECOND YEAR IN ORDER TO DEVELOP TEACHER EFFECTIVENESS INDICATORS;

1 (3) DURING THE THIRD YEAR OF THE PROGRAM, STAFF SHALL UTILIZE
2 THE TEACHER EFFECTIVENESS INDICATORS DEVELOPED DURING THE SECOND
3 YEAR OF THE PROGRAM TO COMPARE DATA FROM THE FIRST 2 YEARS WITH DATA
4 FROM THE THIRD YEAR; AND

5 (4) DURING THE FOURTH YEAR OF THE PROGRAM, STAFF SHALL
6 EXAMINE THE MERITS OF TEACHER EFFECTIVENESS INDICATORS IN PLANNING
7 SCHOOL IMPROVEMENT INITIATIVES.

8 (E) THE DEPARTMENT SHALL SELECT FIVE LOCAL SCHOOL DISTRICTS TO
9 PARTICIPATE IN THE PILOT PROGRAM.

10 (F) THE DEPARTMENT SHALL FUND THE PROGRAM THROUGH GRANTS
11 AWARDED ON THE BASIS OF PROVIDING TECHNICAL ASSISTANCE TO THE SCHOOL
12 DISTRICTS SELECTED UNDER SUBSECTION (E) OF THIS SECTION.

13 (G) A TECHNICAL REVIEW PANEL CONSISTING OF REPRESENTATIVES FROM
14 THE DEPARTMENT, EXTERNAL RESEARCH EXPERTS, AND REPRESENTATIVES FROM
15 LOCAL SCHOOL DISTRICTS SHALL MEET PERIODICALLY TO EXAMINE:

16 (1) THE SYSTEM OF DATA COLLABORATION REQUIRED UNDER
17 SUBSECTION (D)(1)(III) OF THIS SECTION INCLUDING THE FACILITATION OF DATA
18 AMONG THE PARTICIPATING SCHOOL DISTRICTS;

19 (2) THE RESULTS OF PERIODIC DATA ANALYSIS; AND

20 (3) THE INCORPORATION OF TEACHER EFFECTIVENESS INDICATORS
21 INTO THE ANALYSIS OF THE DATA.

22 (H) THE DEPARTMENT SHALL REPORT ANNUALLY TO THE GOVERNOR AND
23 THE GENERAL ASSEMBLY ON OR BEFORE DECEMBER 1, IN ACCORDANCE WITH §
24 2-1246 OF THE STATE GOVERNMENT ARTICLE, ON THE RESULTS OF THE PROGRAM
25 INCLUDING DATA AND ANALYSIS REGARDING TEACHER EFFECTIVENESS
26 INDICATORS AND TEACHER EFFECTIVENESS IN THE CLASSROOM.

27 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take
28 effect July 1, 2005. It shall remain effective for a period of 4 years and, at the end of
29 June 30, 2009, with no further action required by the General Assembly, this Act shall
30 be abrogated and of no further force and effect.